



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2008
Code: 10361217
SAU: Chelsea School Department
School: Chelsea Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 8

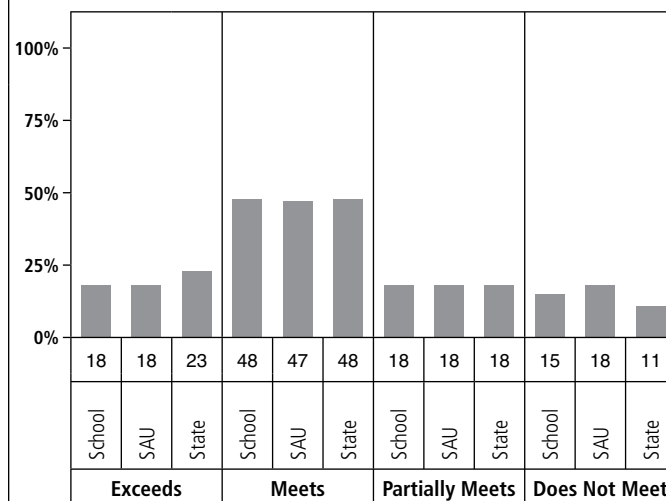
SAU: Chelsea School Department

School: Chelsea Elementary School

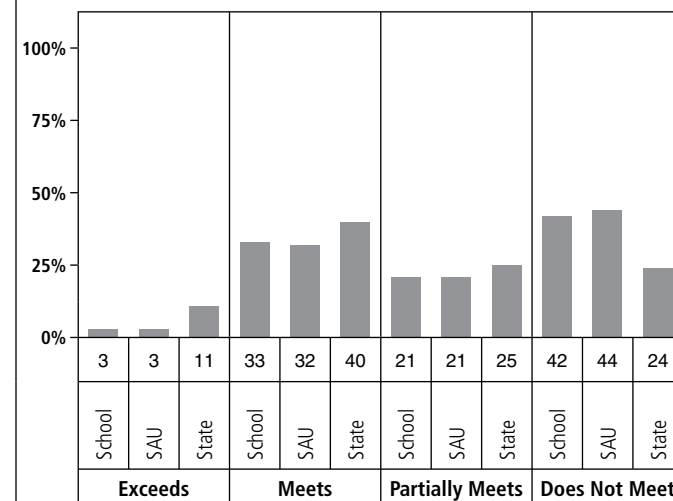
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	844	844	845
2006–2007	849	848	847
2007–2008	846	845	849
Cum. Avg. *	846	846	847
Mathematics			
2005–2006	842	841	840
2006–2007	842	841	842
2007–2008	832	831	841
Cum. Avg. *	838	837	841
Science & Technology			
2005–2006	844	843	846
2006–2007	849	847	847
2007–2008	841	840	847
Cum. Avg. *	844	843	847

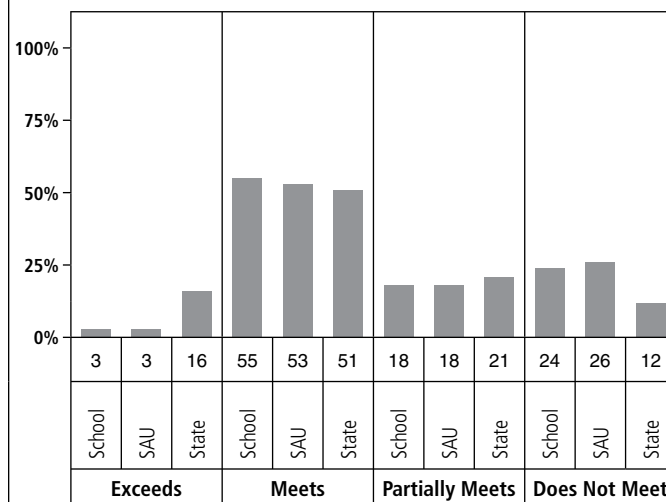
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008

Grade: 8

SAU: Chelsea School Department

School: Chelsea Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	35	100	36	100	15274	100	33	94	34	94	15102	99	33	94	34	94	15097	99	33	94	34	94	15080	99						
Ethnicity	African American/Black						0	0	0	0	356	97	0	0	0	0	360	98	0	0	0	0	356	97						
	American Indian or Native Alaskan						0	0	0	0	117	98	0	0	0	0	117	98	0	0	0	0	117	98						
	Asian or Pacific Islander						0	0	0	0	181	97	0	0	0	0	182	98	0	0	0	0	182	98						
	Hispanic						0	0	0	0	136	98	0	0	0	0	136	98	0	0	0	0	136	98						
	Caucasian/White						35	100	36	100	14461	95	33	94	34	94	14302	99	33	94	34	94	14289	99						
	Not Reported						0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	14	40	15	42	2508	16	13	93	14	93	2446	98	13	93	14	93	2441	98	13	93	14	93	2431	98						
Current LEP	0	0	0	0	327	2	0	0	0	0	316	97	0	0	0	0	322	99	0	0	0	0	322	99						
Economically disadvantaged	16	46	16	44	5420	35	14	88	14	88	5329	99	14	88	14	88	5324	99	14	88	14	88	5313	98						
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	26	74	26	72	12703	83	25	71	25	69	12694	83	26	74	26	72	12710	83						
Identified disability (PET/IEP)	6	23	6	23	437	3	5	20	5	20	421	3	6	23	6	23	445	4						
LEP	0	0	0	0	172	1	0	0	0	0	172	1	0	0	0	0	173	1						
504 plan	1	4	1	4	229	2	1	4	1	4	231	2	1	4	1	4	230	2						
Participation with accommodations	7	20	8	22	2221	15	8	23	9	25	2227	15	7	20	8	22	2197	14						
Identified disability (PET/IEP)	7	100	8	100	1832	82	8	100	9	100	1844	83	7	100	8	100	1813	83						
LEP	0	0	0	0	136	6	0	0	0	0	143	6	0	0	0	0	142	6						
504 plan	0	0	0	0	68	3	0	0	0	0	66	3	0	0	0	0	66	3						
Other	0	0	0	0	213	10	0	0	0	0	202	9	0	0	0	0	204	9						
Participation through alternate assessment (PAAP)	0	0	0	0	177	1	0	0	0	0	176	1	0	0	0	0	173	1						
Identified disability (PET/IEP)	0	0	0	0	177	100	0	0	0	0	176	100	0	0	0	0	173	100						
LEP	0	0	0	0	7	4	0	0	0	0	7	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	34	0						
Non-participation – other	2	6	2	6	140	1	2	6	2	6	143	1	2	6	2	6	160	1						

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2008
Grade:	8
SAU:	Chelsea School Department
School:	Chelsea Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006	5	17	5	16	2695	17
	2006-2007	7	25	7	23	2407	16
	2007-2008	6	18	6	18	3428	23
	Cum. Total*	18	20	18	19	8530	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006	11	37	11	35	6830	42
	2006-2007	10	36	11	37	7494	49
	2007-2008	16	48	16	47	7179	48
	Cum. Total*	37	41	38	40	21503	46
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006	8	27	9	29	3741	23
	2006-2007	6	21	6	20	3628	24
	2007-2008	6	18	6	18	2706	18
	Cum. Total*	20	22	21	22	10075	22
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006	6	20	6	19	3003	18
	2006-2007	5	18	6	20	1810	12
	2007-2008	5	15	6	18	1611	11
	Cum. Total*	16	18	18	19	6424	14

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	34.7	62.0	34.1	60.9	36.9	65.9
Literary Text	28	50	17.1	61.1	16.8	60.0	18.3	65.4
Informational Text	28	50	17.6	62.9	17.3	61.8	18.6	66.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Chelsea School Department
 School: Chelsea Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	33	6	18	16	48	6	18	5	15	846	34	18	47	18	18	845	14924	23	48	18	11	849
Ethnicity																						
African American/Black	0										0						348	11	38	22	29	840
American Indian or Native Alaskan	0										0						117	9	43	29	19	842
Asian or Pacific Islander	0										0						179	32	39	18	11	852
Hispanic	0										0						131	18	38	27	17	846
Caucasian/White	33	6	18	16	48	6	18	5	15	846	34	18	47	18	18	845	14149	23	49	18	10	850
Not Reported	0										0						0					
Identified disability																						
Yes	13	1	8	4	31	3	23	5	38	834	14	7	29	21	43	833	2269	3	24	32	42	833
No	20	5	25	12	60	3	15	0	0	854	20	25	60	15	0	854	12655	27	52	16	5	852
Current LEP																						
Yes	0										0						308	8	30	27	34	837
No	33	6	18	16	48	6	18	5	15	846	34	18	47	18	18	845	14616	23	48	18	10	850
Economically disadvantaged																						
Yes	14	1	7	7	50	3	21	3	21	842	14	7	50	21	21	842	5222	12	44	25	19	843
No	19	5	26	9	47	3	16	2	11	849	20	25	45	15	15	847	9702	29	50	14	7	853
Migrant																						
Yes	0										0						7	0	86	0	14	850
No	33	6	18	16	48	6	18	5	15	846	34	18	47	18	18	845	14917	23	48	18	11	849
Gender																						
Female	16	3	19	8	50	5	31	0	0	849	17	18	47	29	6	846	7198	30	48	15	7	853
Male	17	3	18	8	47	1	6	5	29	844	17	18	47	6	29	844	7726	17	49	21	14	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	8	0	0	4	50	3	38	1	13	841	8	0	50	38	13	841	807	9	41	32	18	842
No	25	6	24	12	48	3	12	4	16	848	26	23	46	12	19	846	14117	24	49	17	10	850
Gifted/talented program																						
Yes	0										0						592	71	28	1	0	867
No	33	6	18	16	48	6	18	5	15	846	34	18	47	18	18	845	14332	21	49	19	11	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 8

SAU: Chelsea School Department

School: Chelsea Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	9	0	0	0	0	1	33	2	67	823	9	0	0	33	67	823	9	10	39	24	26	841
B. less than one hour	16	2	40	1	20	1	20	1	20	848	18	33	17	17	33	842	46	20	50	20	11	849
C. one to two hours	66	3	14	14	67	3	14	1	5	850	64	14	67	14	5	850	41	28	49	15	7	852
D. more than two hours	9	1	33	1	33	1	33	0	0	853	9	33	33	33	0	853	5	28	44	15	12	850
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	50	5	31	8	50	3	19	0	0	854	48	31	50	19	0	854	33	31	48	14	7	853
B. They match some of what I have learned.	47	1	7	8	53	2	13	4	27	842	45	7	53	13	27	842	53	21	51	19	9	849
C. They match just a little of what I have learned.	3	0	0	0	0	1	100	0	0	830	6	0	0	50	50	822	11	14	41	25	20	844
D. There is no match.	0										0						3	6	34	26	35	836
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	19	2	33	4	67	0	0	0	0	858	18	33	67	0	0	858	31	42	44	8	6	857
B. good	66	4	19	11	52	4	19	2	10	848	67	18	50	18	14	847	49	19	54	19	9	849
C. fair	13	0	0	1	25	1	25	2	50	830	12	0	25	25	50	830	18	5	42	31	22	840
D. poor	3	0	0	0	0	1	100	0	0	838	3	0	0	100	0	838	2	4	29	32	34	835
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	6	0	0	1	50	0	0	1	50	841	9	0	33	0	67	832	15	16	44	22	18	845
B. about the same as my regular schoolwork	84	5	19	13	48	6	22	3	11	847	82	19	48	22	11	847	65	23	49	18	9	850
C. easier than my regular schoolwork	9	1	33	2	67	0	0	0	0	855	9	33	67	0	0	855	19	30	49	14	8	852
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	3	0	0	0	0	1	100	0	0	830	6	0	0	50	50	822	9	8	33	28	31	838
B. Most of the passages were about the same as what I normally read.	50	2	13	8	53	4	27	1	7	847	48	13	53	27	7	847	53	17	51	21	11	848
C. Most of the passages were easier than what I normally read.	47	4	29	8	57	1	7	1	7	853	45	29	57	7	7	853	38	36	48	11	5	855
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	53	2	12	10	59	4	24	1	6	847	53	12	59	24	6	847	43	23	48	19	10	849
B. I tried about the same as I do on my regular schoolwork.	47	4	27	6	40	2	13	3	20	848	47	27	40	13	20	848	51	25	49	17	9	851
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						6	9	43	24	23	842
How much time do you spend reading at home each day?																						
A. more than one hour	13	1	25	3	75	0	0	0	0	859	12	25	75	0	0	859	18	31	47	13	9	852
B. 20 minutes to an hour	47	3	20	8	53	3	20	1	7	849	45	20	53	20	7	849	41	28	49	15	7	852
C. less than 20 minutes	16	1	20	2	40	1	20	1	20	846	18	17	33	17	33	841	13	20	49	18	12	848
D. I rarely read at home.	25	1	13	3	38	2	25	2	25	840	24	13	38	25	25	840	28	12	47	26	16	844
How do you feel about the following statement?																						
<i>"My knowledge of reading will be useful to me as an adult."</i>																						
A. strongly agree	47	3	20	12	80	0	0	0	0	856	48	19	75	0	6	854	43	31	48	14	7	853
B. agree	50	3	19	4	25	6	38	3	19	841	48	19	25	38	19	841	48	18	50	20	12	848
C. disagree	3	0	0	0	0	0	0	1	100	824	3	0	0	0	100	824	6	11	43	24	21	843
D. strongly disagree	0										0						2	6	36	32	26	839
Optional school/SAU question																						
A.	100	0	0	1	100	0	0	0	0	858	100	0	100	0	0	858						
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

MATHEMATICS RESULTS

Test Date:	March 2008
Grade:	8
SAU:	Chelsea School Department
School:	Chelsea Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	4	14	4	13	1714	11
	2006-2007	3	11	3	10	1952	13
	2007-2008	1	3	1	3	1657	11
	Cum. Total*	8	9	8	9	5323	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	10	34	10	33	5533	34
	2006-2007	13	46	13	43	5870	38
	2007-2008	11	33	11	32	5956	40
	Cum. Total*	34	38	34	36	17359	37
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	9	31	9	30	4764	29
	2006-2007	4	14	4	13	3982	26
	2007-2008	7	21	7	21	3729	25
	Cum. Total*	20	22	20	21	12475	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	6	21	7	23	4251	26
	2006-2007	8	29	10	33	3534	23
	2007-2008	14	42	15	44	3579	24
	Cum. Total*	28	31	32	34	11364	24

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	7.4	46.3	7.3	45.6	8.4	52.5
Cluster 2: Shape and Size	14	25	4.1	29.3	4.0	28.6	5.9	42.1
Cluster 3: Mathematical Decision Making	8	14	4.1	51.3	4.1	51.3	4.6	57.5
Cluster 4: Patterns	18	32	6.9	38.3	6.8	37.8	8.9	49.4

Cluster 1: Numbers and Operations
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size
 E. Geometry
 F. Measurement

Cluster 3: Mathematical Decision Making
 C. Data Analysis and Statistics
 D. Probability

Cluster 4: Patterns
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 8
SAU: Chelsea School Department
School: Chelsea Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	33	1	3	11	33	7	21	14	42	832	34	3	32	21	44	831	14921	11	40	25	24	841
Ethnicity																						
African American/Black	0										0						352	2	23	23	52	828
American Indian or Native Alaskan	0										0						117	5	22	33	39	832
Asian or Pacific Islander	0										0						181	24	42	20	14	848
Hispanic	0										0						131	7	34	26	33	836
Caucasian/White	33	1	3	11	33	7	21	14	42	832	34	3	32	21	44	831	14140	11	41	25	23	841
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	1	8	2	15	10	77	816	14	0	7	14	79	815	2265	1	14	22	62	824
No	20	1	5	10	50	5	25	4	20	842	20	5	50	25	20	842	12656	13	45	26	17	844
Current LEP																						
Yes	0										0						315	5	24	20	51	828
No	33	1	3	11	33	7	21	14	42	832	34	3	32	21	44	831	14606	11	40	25	23	841
Economically disadvantaged																						
Yes	14	0	0	3	21	4	29	7	50	825	14	0	21	29	50	825	5217	5	30	29	37	834
No	19	1	5	8	42	3	16	7	37	837	20	5	40	15	40	835	9704	15	45	23	17	845
Migrant																						
Yes	0										0						7	0	43	43	14	838
No	33	1	3	11	33	7	21	14	42	832	34	3	32	21	44	831	14914	11	40	25	24	841
Gender																						
Female	16	1	6	4	25	4	25	7	44	833	17	6	24	24	47	831	7199	11	40	26	23	841
Male	17	0	0	7	41	3	18	7	41	831	17	0	41	18	41	831	7722	11	40	24	25	841
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	8	0	0	2	25	2	25	4	50	828	8	0	25	25	50	828	806	3	20	30	47	831
No	25	1	4	9	36	5	20	10	40	833	26	4	35	19	42	832	14115	12	41	25	23	842
Gifted/talented program																						
Yes	0										0						592	58	39	2	1	864
No	33	1	3	11	33	7	21	14	42	832	34	3	32	21	44	831	14329	9	40	26	25	840

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 8

SAU: Chelsea School Department

School: Chelsea Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	9	0	0	0	0	0	0	3	100	807	9	0	0	0	100	807	9	5	30	23	41	833
B. less than one hour	16	1	20	1	20	2	40	1	20	839	18	17	17	33	33	833	46	10	40	26	25	840
C. one to two hours	66	0	0	9	43	5	24	7	33	836	64	0	43	24	33	836	41	14	42	25	19	843
D. more than two hours	9	0	0	1	33	0	0	2	67	828	9	0	33	0	67	828	5	14	38	23	24	842
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	25	1	13	4	50	3	38	0	0	850	24	13	50	38	0	850	30	17	43	22	18	845
B. They match some of what I have learned.	56	0	0	7	39	2	11	9	50	831	55	0	39	11	50	831	50	10	42	26	22	841
C. They match just a little of what I have learned.	19	0	0	0	0	2	33	4	67	817	18	0	0	33	67	817	17	6	32	29	33	836
D. There is no match.	0										3	0	0	0	100	800	4	3	18	25	54	828
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	19	1	17	3	50	1	17	1	17	848	18	17	50	17	17	848	26	29	46	14	11	851
B. good	44	0	0	7	50	1	7	6	43	832	45	0	47	7	47	830	45	7	46	27	20	841
C. fair	38	0	0	1	8	5	42	6	50	826	36	0	8	42	50	826	23	1	26	34	38	833
D. poor	0										0						5	1	14	29	57	827
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	44	0	0	4	29	4	29	6	43	828	45	0	27	27	47	826	34	4	35	28	32	836
B. about the same as my regular schoolwork	50	1	6	5	31	3	19	7	44	835	48	6	31	19	44	835	52	10	43	26	21	842
C. easier than my regular schoolwork	6	0	0	2	100	0	0	0	0	849	6	0	100	0	0	849	13	33	40	14	13	852
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	53	1	6	6	35	4	24	6	35	836	55	6	33	22	39	834	44	10	40	26	25	840
B. I tried about the same as I do on my regular schoolwork.	47	0	0	5	33	3	20	7	47	829	45	0	33	20	47	829	50	13	42	24	21	843
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						6	9	27	27	38	835
How often do you use laptops in mathematics class?																						
A. almost every day	3	0	0	0	0	0	0	1	100	800	3	0	0	0	100	800	9	6	38	27	29	837
B. two or three days a week	3	0	0	0	0	0	0	1	100	806	3	0	0	0	100	806	16	8	38	27	27	839
C. two or three times each month	0										0						28	12	41	27	21	843
D. never or almost never	94	1	3	11	37	7	23	11	37	835	94	3	35	23	39	834	48	13	40	23	24	842
How often do you use calculators in mathematics class?																						
A. almost every day	50	0	0	8	50	3	19	5	31	839	48	0	50	19	31	839	38	14	42	23	21	843
B. two or three times a week	28	1	11	3	33	2	22	3	33	836	27	11	33	22	33	836	33	10	41	26	23	841
C. two or three times each month	19	0	0	0	0	2	33	4	67	819	18	0	0	33	67	819	18	10	36	27	27	840
D. never or almost never	3	0	0	0	0	0	0	1	100	800	6	0	0	0	100	800	11	7	34	26	33	836
How do you feel about the following statement? <i>"My knowledge of mathematics will be useful to me as an adult."</i>																						
A. strongly agree	63	1	5	10	50	5	25	4	20	842	64	5	48	24	24	840	54	14	44	23	18	844
B. agree	34	0	0	1	9	2	18	8	73	818	33	0	9	18	73	818	38	8	36	27	28	838
C. disagree	3	0	0	0	0	0	0	1	100	800	3	0	0	0	100	800	6	6	31	28	36	835
D. strongly disagree	0										0						2	3	23	25	49	831
Optional school/SAU question																						
A.	100	0	0	1	100	0	0	0	0	844	100	0	100	0	0	844						
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

SCIENCE AND TECHNOLOGY RESULTS

Test Date:	March 2008
Grade:	8
SAU:	Chelsea School Department
School:	Chelsea Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	2	7	2	7	1879	12
	2006-2007	4	14	4	13	2192	14
	2007-2008	1	3	1	3	2371	16
	Cum. Total*	7	8	7	7	6442	14
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	13	45	13	43	8604	53
	2006-2007	14	50	14	47	7916	52
	2007-2008	18	55	18	53	7630	51
	Cum. Total*	45	50	45	48	24150	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	9	31	10	33	3618	22
	2006-2007	9	32	10	33	3340	22
	2007-2008	6	18	6	18	3175	21
	Cum. Total*	24	27	26	28	10133	22
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	5	17	5	17	2174	13
	2006-2007	1	4	2	7	1865	12
	2007-2008	8	24	9	26	1731	12
	Cum. Total*	14	16	16	17	5770	12

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	6.9	49.3	6.8	48.6	8.1	57.9
Cluster 2: Physical Sciences	14	25	6.8	48.6	6.6	47.1	7.3	52.1
Cluster 3: Earth and Space Sciences	14	25	6.5	46.4	6.4	45.7	7.7	55.0
Cluster 4: Nature and Implications of Science	14	25	7.4	52.9	7.2	51.4	8.5	60.7

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Chelsea School Department
 School: Chelsea Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	33	1	3	18	55	6	18	8	24	841	34	3	53	18	26	840	14907	16	51	21	12	847
Ethnicity																						
African American/Black	0										0						349	4	35	26	34	837
American Indian or Native Alaskan	0										0						117	8	40	28	24	840
Asian or Pacific Islander	0										0						181	20	50	15	15	849
Hispanic	0										0						131	5	50	22	23	842
Caucasian/White	33	1	3	18	55	6	18	8	24	841	34	3	53	18	26	840	14129	16	52	21	11	848
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	6	46	2	15	5	38	834	14	0	43	14	43	832	2258	3	29	31	37	836
No	20	1	5	12	60	4	20	3	15	846	20	5	60	20	15	846	12649	18	55	20	7	850
Current LEP																						
Yes	0										0						315	4	29	25	42	834
No	33	1	3	18	55	6	18	8	24	841	34	3	53	18	26	840	14592	16	52	21	11	848
Economically disadvantaged																						
Yes	14	0	0	8	57	2	14	4	29	837	14	0	57	14	29	837	5206	8	45	28	20	842
No	19	1	5	10	53	4	21	4	21	844	20	5	50	20	25	842	9701	20	55	18	7	850
Migrant																						
Yes	0										0						7	29	57	14	0	852
No	33	1	3	18	55	6	18	8	24	841	34	3	53	18	26	840	14900	16	51	21	12	847
Gender																						
Female	16	1	6	6	38	6	38	3	19	841	17	6	35	35	24	839	7196	14	52	23	12	847
Male	17	0	0	12	71	0	0	5	29	842	17	0	71	0	29	842	7711	18	51	20	12	848
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	8	0	0	2	25	4	50	2	25	836	8	0	25	50	25	836	804	6	38	34	22	841
No	25	1	4	16	64	2	8	6	24	843	26	4	62	8	27	841	14103	16	52	21	11	848
Gifted/talented program																						
Yes	0										0						592	63	35	1	0	865
No	33	1	3	18	55	6	18	8	24	841	34	3	53	18	26	840	14315	14	52	22	12	847

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 8

SAU: Chelsea School Department

School: Chelsea Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	9	0	0	1	33	0	0	2	67	830	9	0	33	0	67	830	9	10	40	26	23	842
B. less than one hour	16	1	20	2	40	1	20	1	20	842	18	17	33	17	33	835	46	14	52	22	12	847
C. one to two hours	66	0	0	14	67	4	19	3	14	845	64	0	67	19	14	845	41	19	53	19	9	849
D. more than two hours	9	0	0	1	33	1	33	1	33	839	9	0	33	33	33	839	5	19	47	21	14	848
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	34	0	0	7	64	4	36	0	0	846	33	0	64	36	0	846	29	19	54	19	9	849
B. They match some of what I have learned.	59	1	5	9	47	2	11	7	37	840	58	5	47	11	37	840	49	16	51	22	11	848
C. They match just a little of what I have learned.	6	0	0	2	100	0	0	0	0	849	9	0	67	0	33	834	18	13	51	23	13	846
D. There is no match.	0										0						5	9	39	29	23	842
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	13	0	0	3	75	1	25	0	0	852	12	0	75	25	0	852	23	28	51	13	8	853
B. good	69	1	5	12	55	4	18	5	23	842	70	4	52	17	26	841	54	15	55	21	9	848
C. fair	19	0	0	3	50	1	17	2	33	836	18	0	50	17	33	836	20	5	45	32	18	842
D. poor	0										0						3	2	35	34	29	838
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	16	1	20	2	40	1	20	1	20	846	18	17	33	17	33	839	27	15	49	22	14	846
B. about the same as my regular schoolwork	81	0	0	16	62	4	15	6	23	842	79	0	62	15	23	842	59	15	53	22	10	848
C. easier than my regular schoolwork	3	0	0	0	0	1	100	0	0	834	3	0	0	100	0	834	13	21	51	18	10	850
How hard did you try on the science part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	53	1	6	9	53	4	24	3	18	844	52	6	53	24	18	844	40	15	51	22	12	847
B. I tried about the same as I do on my regular schoolwork.	47	0	0	9	60	2	13	4	27	840	48	0	56	13	31	838	55	17	53	21	10	848
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						5	12	41	25	22	843
Which courses do you plan to take before you graduate from high school?																						
A. earth and space science and/or biology	23	0	0	4	57	1	14	2	29	841	23	0	57	14	29	841	25	11	53	23	13	846
B. the course(s) described in A, plus chemistry	23	0	0	2	29	2	29	3	43	833	23	0	29	29	43	833	24	18	53	20	10	849
C. the course(s) described in B, plus physics	10	0	0	3	100	0	0	0	0	850	10	0	100	0	0	850	22	30	47	14	8	853
D. a life science and physical science class	43	1	8	8	62	3	23	1	8	846	45	7	57	21	14	843	29	8	52	27	14	844
How do you feel about the following statement? <i>"My knowledge of science and technology will be useful to me as an adult."</i>																						
A. strongly agree	25	0	0	5	63	2	25	1	13	846	27	0	56	22	22	841	27	23	51	17	9	851
B. agree	72	1	4	13	57	4	17	5	22	842	70	4	57	17	22	842	54	15	53	21	11	847
C. disagree	3	0	0	0	0	0	0	1	100	828	3	0	0	0	100	828	15	10	50	26	14	845
D. strongly disagree	0										0						4	7	39	30	24	841
How well does the following statement reflect your future goals? <i>"I am interested in a career related to science, technology, engineering, or mathematics."</i>																						
A. strongly agree	22	1	14	5	71	1	14	0	0	853	21	14	71	14	0	853	25	24	52	15	8	851
B. agree	53	0	0	9	53	3	18	5	29	840	52	0	53	18	29	840	37	15	50	22	12	847
C. disagree	22	0	0	4	57	2	29	1	14	843	21	0	57	29	14	843	26	12	53	23	12	846
D. strongly disagree	3	0	0	0	0	0	0	1	100	808	6	0	0	0	100	806	12	8	48	28	15	844
Optional school/SAU question																						
A.	100	0	0	1	100	0	0	0	0	852	100	0	100	0	0	852						
B.	0										0											
C.	0										0											
D.	0										0											

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N = Number